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ABSTRACT

This report presents the 1973 Distinguished Achievement Award entry from the graduate program in counselor education at Rhode Island College--a performance-based program on effective selection, training, and evaluation procedures which leads to either a master's degree in counselor education (Ed.M.) or a Certificate of Advanced Graduate Study in Counselor Education. The report discusses the major areas of focus in the program: a) screening and selection of relevant criteria for the helping professions, b) effective program sequence for maximum student learning and growth, and c) written and practical evaluation procedures for determining student progress and program effectiveness. Course objectives, methods of instruction, evaluation techniques, and test materials are presented in Appendix A. The remaining appendixes include evaluation forms and brochures on the graduate program. (BRB)

ED 075422

Rhode Island College

Providence, Rhode Island 02908

Counselor Education: a Program in Functional Humanism

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Statement

Rhode Island College, Division of Educational Studies, submits a humanistic program developed by the Department of Counselor Education for consideration in the competitive 1973 Distinguished Achievement Award Program sponsored by the American Association of Colleges for Teacher Education.

The submitted program is a performance based sequence based on effective selection, training and evaluation procedures. Evaluation of current national counselor education programs and directions led to a systematic program revision over a two year period. The emergent program has premise in humanistic values, human effectiveness and human growth.

Revision includes a development of functional screening--selection procedures based on functional criteria, major curriculum revision based on systematic programming, the development of behavioral objectives for every course offering student involvement in practica or group experience early in the program sequence, and a performance based comprehensive examination based on functionality. After careful study three areas of concern became three major areas of focus, (1) screening and selection of relevant criteria for the helping professions, (2) effective program sequence for maximum

student learning and growth, (3) evaluation procedures for determining student progress, and the effectiveness of the revised program. Each area offers discrete areas of research as well as correlates for inter-relationships of each area within the total program.

Overview

The graduate program in Counselor Education at Rhode Island College is an innovative performance based program. The department offers two graduate programs; the Ed.M. and the CAGS. The master's program is comprised of 30 s.h. of which 27 s.h. are prescribed in specific courses. There is no thesis option. The CAGS is a thirty hour program beyond the masters, comprised of fifteen semester hours in the behavioral sciences and fifteen semester hours in Counselor Education. Both programs are designed primarily to train counselors for service in the school setting.

Departmental goals of helping people toward self direction and self responsibilities are consistent with the goals of other helping professions. Goals are twofold: assisting the student to concretize his life style in fruitful directions, and developing competencies to assist his clientele to do likewise. Given the continuing awareness that the most pressing problems

of our times are human problems and the human condition, it was logical that the department develop a program that would be accountable in effective pedagogical direction and competencies to not only the graduate population it serves but ultimately accountable to the consumer public.

Studies cite negative regressive directions of potential counselors upon admittance into formalized graduate programs. Stated simply, potential counselors are more aware, more sensitive, before entrance into a formalized graduate program than when they emerge with a graduate degree. It, therefore, became necessary to establish functional criteria of current effectiveness of the population seeking admission into the program, a valid index of the effectiveness of the departmental sequence, and a valid index of student effectiveness at the completion of the sequence. The various traditional programs used in institutions of higher learning for the training and preparation of "helping" individuals have been far from adequate. In many cases such programs are actually ineffective as well as irrelevant. To assess program strengths and weaknesses, it becomes imperative for educators to look at both the product and the process of their programs. The Counselor Education training sequence at Rhode Island College

emerges from the following assumptions which underlie a humanistic program:[1]

1. The educational goal for the trainees in Counselor Education is growth, as differentiated from learning.
2. Growth is viewed as a creative process; i.e., a process of original and new choices, not a mechanistic repetition of learned responses to problem solutions.
3. The trainee program focuses upon the person as an organic entity rather than as a receptacle for learning.
4. The highest form of morality (personal and professional) is the encouragement of the individual's growing his own values.
5. The necessary condition for growth is the subjective involvement of the student.
6. The highest educational goal is the student's search for meaning, his search for himself.
7. The purpose of the trainee program is to facilitate growth as a process.

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[1]Joanne Chenault, "A Proposed Model for a Humanistic Counselor Education Program," Counselor Education and Supervision, Vol. III, Fall, 1968, pp. 5-8.

8. The nature of the growth potential is and should be different for each student.

Historical Development

The Department of Counselor Education at Rhode Island College was formalized as a department by President Gaige in 1966. Until that time the department had served as a graduate program within the Division of Graduate Studies. With the formalization of the department, direction and implementation extended departmental involvement to the Division of Educational Studies and the Division of Graduate Studies. The faculty was comprised of three full time members who offered ten courses.

The departmentalization increased faculty positions to four and course offerings were increased to eighteen on a rotating basis. An NDEA training grant was received for the summer program in 1967.

Eighteen students completed the master's program in 1966. As increasing student enrollment continued, faculty positions were increased to six full time members and several part-time teaching faculty. The 1972 departmental budget is $85,000. The graduating class of 1972 boasted 72 master's degrees awarded in Counselor Education. At present there are 195 master's candidates currently enrolled in the program and 27 CAGS candidates.

In September 1970 the department introduced and

initiated a new program for training counselors. It was noted that school practitioners in the state were functioning in two basic roles; dyadic and small group counseling, educational and vocational information--disseminating, and placement functions. Program revision incorporated preparation of candidates for both roles.

Three of the major critical changes in the program were:

1. The introduction of an intensive screening experience for the selection of trainees.
2. The relatively immediate introduction of students to a practicum experience in the training sequence.
3. A second or advanced practicum toward the end of the training program.

The introduction to a practicum early in the training sequence differs philosophically from traditional programs. The basis for such change was derived from the increasing research evidence in extracting and predicting success variable in Counselor Education programs throughout the country.[1]

In 1971 the second phase of program revision was initiated. Two major areas were reviewed and revised.

1. Development of course outlines based on behavioral objectives. This thrust demanded

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[1]Carkhuff & Berenson: Beyond Counseling and Therapy - Holt, Rinehart, Winston, 1967.

that the process to which students were expected to participate be concrete and operational (Appendix A).

2. The development of a performance based comprehensive examination in addition to the written comprehensive. Traditionally master's candidates were assessed on a written comprehensive which covered major theories in counseling, organization and administration of guidance programs, the test and measurement function in guidance and counseling, and case problems. Although these areas are critical within the guidance and counseling framework, the written comprehensive does not provide an index of the counselor's effectiveness in implementing the principle involved into effective action programs.

Selection and Screening

In general the selection of potential counselors is based on the traditional indices of I. Q. scores, former schooling, GPI, and the result of standardized test which indicate the probability of success with academic tasks. These criteria are inadequate in selecting persons for

service and training in the helping professions, because there is no indication in any of the criteria of how effective the potential counselor performs in the area of interpersonal skills. In other words, the more generally used criteria do not predict helping effectiveness. However, there is a principle for estimating future effectiveness.[1] It states the best predictor of future functioning is an index of present functioning. It therefore became necessary to develop a relevant screening device that would predict which persons applying to the program would most effectively utilize the training sequence. The screening procedure earned an honorable mention for AACTE in 1971. The instrument Screening to Assess Relationship Trainability (START) was designed to measure three critical areas deemed effective in the research for facilitating the growth of others; communication, discrimination, and trainability.

Communication is the ability or skill to respond in facilitative ways, verbally or nonverbally, to another.

Discrimination refers to the ability to differentiate a more helpful response from a less helpful response. It is also a skill of differentiation of relevancy from irrelevancy in the counseling sequence.

Trainability indicates the student's responsivity to instruction in the training analogue within the screen-

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[1]Carkhuff - Helping and Human Relations, Vols. I and II, Holt, Rinehart, Winston, 1969.

ing session.

START is a videotape with ten segments of emotionality portrayed by a representative population: each segment of the video produces a multitude of possible responses. The potential counselor is cast into the facilitative role. Responses can then be rated on levels of effective respcnsivity. The interjection of the training analogue provides a pre-post measure of trainability. START scores provide an index of current facilitative performance as the predictor of future performance. START scores are weighted with the more traditional screening indices and the selection committee makes recommendations for acceptance into the program (Appendix B).

Program Sequence

The master's program is a thirty hour graduate program. Six of the thirty semester hours are spent in behavioral and humanistic studies (see appendix for listing). Twenty-one semester hours are in the major guidance and counseling concentration in either elementary or secondary school counseling. One elective may be chosen from ten course offerings in addition to special workshops on counseling.

Students are required to maintain a GPI of 3.0 to maintain matriculated candidacy. In addition, all students are required to complete a residency requirement that may

be achieved in three ways; one semester of full-time studies (9 s.h.), two consecutive summer sessions, or two summer sessions in a three year period.

The CAGS program is comprised of thirty semester hours beyond the masters. Fifteen semester hours are spent in the guidance and counseling major. Fifteen semester hours may be chosen in the disciplines of Psychology, Anthropology, or Sociology. The CAGS candidate is required to involve himself in a field project as a source of independent study, and research. Upon completion of course work and the project the student is evaluated for the CAGS degree.

Departmental course and workshop offerings are diverse yet compatible through the establishment of behavioral objectives. One of the major premises underlying the field of guidance, school counseling, and student personnel work is that human behavior is a product of an individual environmental interaction. An effective counselor education program must assist individuals to understand themselves and others.

The entire sequence is designed on the student's life style as a foundation for skill development rather than skill development based on theoretical knowledge or theoretical insight. The student is encouraged to meet frequently with the faculty and advisors for feedback in

his personal quest for development.

The implementation of the revised program, systematically arranged, provides a fruitful direction in an era of effectiveness and accountability (Appendix C).

Evaluation

Evaluation has a twofold purpose; one, to assess the growth of students participating in the program, and secondly, to provide a pulse beat of the program; to seek out the weakness, and preserve the strengths. Systematic programmatic research is a vital ongoing process rather than spurious attempts to "justify."

In every graduate program that administers a comprehensive examination as part of the evaluative procedure, students indicate achieved proficiencies in the subject area of the major, prior to the awarding of the master's degree. In the field of guidance and counseling the more traditional indices of a written comprehensive examination or the written thesis are inappropriate measures of counselor functioning. Written comprehensive examination provides a measure of how well the student has mastered the content material but provides no indicator of how well the student can implement his knowledge into everyday living effectiveness for himself and those he serves.

Some measure of counselor effectiveness can be secured through the counseling practicum experience by use of close supervision and audiovisual feedback. The practicum is designed primarily as a laboratory experience as a testing ground for new or reinforced skills. The practicum does not provide an adequate measure of effective facilitative functioning in the everyday life-work setting.

The Department of Counselor Education at Rhode Island College initiated a two-part comprehensive examination as the final evaluative procedure, written and performance, because throughout the program the student is exposed to both a wide variety of theoretical constructs and experiential involvement toward the goal of an individualized personal philosophy of counseling with the development of appropriate skills.

Part I (Comprehensive) is a written examination covering the field of guidance and counseling broadly and specifically. The examination is devised by the faculty to test the mastery of academic material covered in course work. The student is required to develop his or her philosophical premise in a well-defined manner, citing appropriate sources and established theories. The student is then asked to apply his framework to his specific work setting in a variety of field problems.

This portion of the examination tests not only the ability to formulate and develop a person's philosophy for counseling but also allows the opportunity for the student to deal with pragmatic problem solving in the work-life construct. The examination is given twice a year and lasts three hours.

Part II (Comprehensive) The second phase of the comprehensive examination is a performance based evaluation. Students are scheduled with coached clients for live interviews. Sessions are taped with at least one faculty member in attendance. Problems presented by the client are current and real.

Faculty judgments, client judgments and self evaluation by the student, based on specific criteria broadly based to cover existing theories and techniques comprise the evaluation data. Each session is independently scored by two or more faculty members prior to total evaluation. The composite of faculty scores, client judgments and the self evaluation are compiled for final evaluation of student performance. Both portions of the two part comprehensive are collated and evaluated by a faculty committee in light of student progress program effectiveness and faculty input. Recommendations are forwarded to the graduate dean (Appendix D).

Appendix 'A'

RHODE ISLAND COLLEGE
EDUCATIONAL STUDIES DIVISION
DEPARTMENT OF COUNSELOR EDUCATION

COURSE REVIEW FORMAT

A. Department: Counselor Education

B. Course Number &Title: Guidance 401, Principles of Guidance.

C. Course Description:

Consideration is given to the nature and need of school guidance, evaluation and operation of the major services, understanding of the individual, imparting of guidance information, counseling the individual, and placement and follow up. This is a basic course for prospective teachers, administrators, and guidance counselors.

D. Credits: 3 graduate credits.
Hours: 2½ class hours per week.
Enroll.: Class limit, 35 students.

E. Course Purpose:

This course is designed to explore the pupil personnel function within the school setting with special emphasis being placed on the reasons for the Guidance service, the personnel involved and the services offered.

F. Topical Outline:

1. The nature of Guidance within the school system.

A. Behavioral objective:

The learner will write a definitive description of the school Guidance function. This description must clearly incorporate the five basic principles of Guidance enumerated by Sherter and Stone (see C)

B. Method of instruction:

Lecture, discussion, and possible guest speaker.

C. Instructional items:

A film or filmstrip will be used in conjunction with the following texts and supplementary readings.

Arbuckle, Pupil Personnel Services in the Modern School
Shertzer & Stone, Fundamentals of Guidance.
" " Intoduction to Guidance: Selected Readings

D. Evaluation:

Assessment of definition and mid-term exam.

2. Guidance in American society.

A. Behavioral objective:

Given an understanding of current trends in American society, the learner will (1) identify at least one resultant implication for school guidance programs and (2) describe a guidance service to cope with this implication. This proposed service must be documented with at least two supporting references from the Personnel and Guidance Journal, School Counselor, or the ACES Journal.

B. Method of instruction:

Class lectures, guest speaker, and subdivision of class into small group discussion and problem solving teams.

C. Instructional items:

Assigned readings among the following:

Arbuckle, Pupil Personnel Services in Modern Schools.
Shertzer&Stone, Fundamentals of Guidance
Miller&Weigel, Todays Guidance
APGA, Personnel and Guidance Journal
School Counselor
Counselor Education and Supervision
Toffler, Future Shock.
Reich, The Greening of America.

D. Evaluation:

Midsemester exam and critiqueof written exercise.

3. Needs and concerns of youth: A rationale for Guidance.

A. Behavioral objective:

Given five developmental needs of adolescents the learner will design five guidance services to meet those needs. The rationale for these must be supported by at least three references found in the bibliography below (see C).

B. Method of instruction:

Lecture and the use of student panels.

C. Instructional items:

Schneider, Counseling the Adolescent.
Stone&Church, Childhood &Adolescence.
Reich, The Greening of America
Erikson, Childhood&Society
Goldman, Growing Up Absurd

Coleman, The Adolescent Society
Friedenberg, The Vanishing Adolescent

4. Role and function of the school counselor.

A. Behavioral objective:

The student will interview a school counselor to determine the nature and scope of the guidance functions offered by that counselor. The student will then submit a brief written description and evaluation of his findings. This interview and evaluation will be judged on how well the student utilized the ASCA Policy Statement in gathering hiw interview facts and in making his assessment.

B. Method of instruction:

The ASCA Policy Statement will be critiqued in class. A panel of visiting school counselors will discuss their views on the role of the counselor.

C. Instructional items:

Miller&Weigel , Todays Guidance
APGA, ASCA Statement of Policy
New England Guidance Assessment Project
Bentley, Role of the Counselor.

D. Evaluation:

Examination and evaluation of interviews.

5. The Guidance team.

A. Behavioral objective:

Students in small groups will role play a hypothetical in-school case conference called by a school counselor and attended by members of the school staff. This role-played conference must accurately demonstrate the respective "guidance" contributions made by teachers, administrators, school psychologists and counselors as described by the writers below (see C)

B. Method of instruction:

Discussion and role playing.

C. Instructional items:

Arbuckle, Pupil Personnel Services in the Modern Schools
Shertzer&Stone, Fundamentals of Guidance 2nd Ed.
Johnson&Stefflre, Pupil Pesonnel Services in the Schools

D. Evaluation:

Classroom participation.

6. The counseling function in school guidance.

A. Behavioral objective:

The learner will present a written description of the counseling process using the key words in Wrenn's definition. An acceptable description must include all the key words arranged in proper developmental fashion.

B. Method of instruction:

Lecture, role playing and the use of tape recorded counseling sessions.

C. Instructional items:

Textbook readings and tape recordings.

D. Evaluation:

Classroom participation and written work.

7. Auxiliary services of a school counselor

A. Behavioral objective:

Students in small groups willdemonstrate one non-counseling guidance service usually provided by secondary schoolcounselors. Each demonstrated service must conform to the description outlined by the ASCA Statement.

B. Method of instruction:

Lecture,project work and guest counselors.

C. Instructional items:

ASCA Statement and supplementary readings.

D. Evaluation:

Class participation.

8. The making of a school counselor.

A. Behavior objective:

The learner will present a composite picture of a model school counselor in terms of professional preparation and personality characteristics. An acceptable description must incorporate and cite at least three professional sources, e.g. ASCA &ACES Statement on the Preparation of Counselors, The Counselor in a Changing World by Wrenn.....

B. Method of instruction:

Lecture and discussion.

C. Instructional items:

Wrenn, The Counselor in a Changing World
APGA, ASCA POLICY STATEMENT
ACES, ACES Statement on the Preparation of Counselors.
Shertzer&Stone, Fundamentals of Guidance
Arbuckle, Pupil Personnel Services in the Modern School.

D. Evaluation:

Classroom participation and small panel groups.

RHODE ISLAND COLLEGE

COURSE REVIEW FORMAT

A. Department of Counselor Education

B. Guidance 500: Techniques of Counseling

C. Course Description:

This course considers the theories, schools and disciplines of counseling as well as the nature of the counseling procedure. Techniques of interviewing, and common special counseling problems at various school levels are studied.
No Prerequisites.

D. This course carries three (3) graduate credits and meets for two and one-quarter class hours each week. Maximum enrollment is limited to fifteen students.

E. Course Purpose

1. To increase the trainee's understanding and sensitivity to the dynamics of the counseling relationship.
2. To help the trainee understand and evaluate better so that he might identify and use those personal qualities which enhance his effectiveness in counseling and uncover and modify those aspects of himself which are detrimental to the counseling relationship.
3. To nurture the development and implementation of a sophisticated personal model of dyadic counseling (which might include proficiency in the use of test and non-test data, dissemination of educational and vocational information, etc.).
4. To acquire a sense of ethics as a prospective member of the counseling profession and a commitment to behave accordingly in all of his interactions with others.

F. Topic Outline:

1. Topic #1: Definitions of counseling.
   a. To discuss and understand as well as relate and integrate the various definitions of counseling in an educational setting as described by various studied educators.
   b. Instrumental approaches for Topic #1
      1. discussion
      2. inquiry
      3. reading

   c. The specific items related to instructional approach are as follows:

      1. textbook sources
      2. pass-out materials
      3. assigned library readings

         a. Tyler, Leona, The Work of the Counselor

b. Rogers, Carl: On Becoming a Person.

d. Sources of evaluation

1. Reports
2. Assessment by counselor educators.

2. Topic #2: Theoretical approaches to counseling.

a. Specific behavioral objectives-to discuss, compare and contrast, in a classroom situation the various components that make up counseling theory as spelled out by various theorists in the readings assigned.

b. Instructional approaches.
1. discussion
2. inquiry
3. demonstration
4. observation
5. reading

c. Specific items related to instructional approach are as follows:

Textbooks sources.
a. Tyler, Leona, The Work of the Counselor.
b. Rogers, Carl, On Becoming a Person.
c. Steffire, B. and Matheny,-The Function of Counseling Theory.
d. Mosher, Guidance: An Examination.

3. Topic #3: Practical Procedures and techniques as a function of theory.

a. Specific performance criteria.

To identify and describe in a demonstrative one-to-one counseling setting the relationship techniques (i.e., transference, counter-transference, resistence) and specific counseling activities (i.e., rapport building, structuring, leading, terminating skills) as described by the authors of the texts below.

b. Instructional approaches.
1. demonstration
2. discussion
3. interviews
4. inquiry
5. observation
6. role playing

c. Specific items related to instructional approach.

1. Textbooks:

a. Tyler, Leona: The Work of the Counselor.
b. Rogers, Carl: On Becoming a Person.
c. Stefflre and Matheny: The Function of Counseling Theory.
d. Mosher, Guidance: An Examination.

2. Films:

d. Sources of evaluation

1. Participation in role playing situations
2. Observation by Counselor Educator
3. Written critiques
4. Student participation--use of rating scales in the evaluation of one another's performance in role playing situations.

4. Topic #4: Developing an individual theory of school counseling: Rudiments of a model including assumptions regarding:

a. The nature of man.
b. Underlying theory of behavior.
c. Goals of the counselor.
d. Techniques of counseling.

A. To write a comprehensive, individualized theory of school counseling following the outline described in Tyler's book.

B. Instructional approaches.

1. discussio
2. inquiry
3. problem s ng

C. Specific ite related to instructional approach. All textbook listed in this program above.

D. Sources of evaluation

A comprehensive written report of the individual's theory of school counseling following Tyler and Patterson's outlines.

Rhode Island College

Course Review Format

A. Counselor Education Department

B. Course Guidance 501: Guidance in the Elementary Schools

C. Course description
This course considers the rationale for the establishment of elementary school guidance programs with attention focused upon the various goals and functions of the school counselor. Emphasis is placed upon the interpersonal relationships of the elementary school guidance personnel with consideration given to the developmental needs of the young people. No prerequisite.

D. Three semester hours; 17 class sessions; 35 students, maximum.

E. Purpose: To provide the student with an overview of guidance and counseling in the elementary school so that he will become more effective with the tools and the processes related to elementary school guidance programs.

F. Topical Outline
I. Introduction: To include developments of elementary guidance programs, definition, purposes and objectives.
A. Specific behavioral objectives: The student will be capable of demonstrating the knowledge acquired in class through written and verbal reporting.
B. Instructional approach
1. Inquiry
2. Lecture
3. Observation
4. Discussion
C. Specific items
1. Texts
2. Films
3. Bibliography
D. Evaluation
1. Reports
2. Tests
II. Counseling content:
A. Specific objective
1. The student will be able to discriminate among an array of theoretical foundations for guidance in the elementary school and demonstrate his knowledge by written or oral reports.
2. The student will be capable of communicating the helping dimensions related to constructive client change (empathy, respect, concreteness, genuiness, confrontation and immediacy) at a level 3 of the Carkhuff Truax Scale.
B. Instructional approach
1. Role playing
2. Discussion
3. Observation

4. Demonstration
C. Specific items
1. Audio tapes
2. Video tapes
3. Films
4. Bibliography
D. Evaluation
1. Performance tests
2. Reports

III. The role and function of the elementary school counselor
A. Behavioral objective
1. The student will be capable of establishing constructive interpersonal relationships with children, faculty and parents, along the helping dimensions related to effective counseling.
2. The student will be capable of demonstrating his knowledge of the various jobs the elementary school counselor is engaged in, through oral and written reports.
B. Instructional approach
1. Role playing
2. Demonstrating
3. Discovery
4. Inquiry
5. Laboratory
6. Discussions
C. Specific items
1. Audio tapes
2. Video tapes
3. Films
4. Texts
5. Bibliography
D. Evaluation
1. Tests
2. Reports
3. Participation

G. Texts: Guidance in the Elementary School - Koplitz, Brown

Guidance in the Elementary Schools - Weeks, Pressa

Psychology Consultation in the Schools - Newmare

Behavior Change in Counseling - Osipon

Guidance in the Elementary Schools - Peters, Sheitzer and VanHoose

RHODE ISLAND COLLEGE

COURSE REVIEW FORMAT

A. DEPARTMENT OF COUNSELOR EDUCATION

B. Guidance 502: Observational Procedures in Elementary School Guidance.

C. Course Description:

This course considers various techniques of observing and analyzing the dynamics of child behavior. Special emphasis is placed on diagnostic and counseling relationships.

Prerequisites: Guidance 500 and Guidance 501.

D. This course carries three (3) graduate credits, meets for two and one quarter class hours each week, and requires a minimum of one (1) hour of laboratory experience per week. Maximum enrollment is limited to fifteen students.

E. Course Purpose:

The Observation Procedures course provides the student with experiences that:

1. Increase observational skills involving child behavior.
2. To extend and improve observational skills dealing with the interactions between children and their peers and children and adults in multi-situational contexts.
3. To provide supervised experiences for graduate students in play therapy techniques.
4. To increase understanding and interpertation of the meaning of behavior.

F. Topical Outline

1. Topic #1: The study of various Theories of Counseling with children.

   a. to discuss and describe the various basic theoretical constructs, principles and methodologies of counseling theory, in an educational setting, as outlined in the readings.

   b. Instructional approaches for Topic #1

      1. discussion
      2. inquiry
      3. demonstration
      4. observation
      5. reading

c. Specific items related to instructional approach are as follows:
   1. Textbook sources: Child Counseling Kenneth Dimick
   2. Pass-out materials

d. Sources of evaluation
   1. Reports
   2. Assessment by Counselor Educator

2. The Study, Discussion, and Application of various observational procedures and techniques used in working with children.

   a. Specific behavioral objectives

      to administer, identify and interpret by use of various observational procedures in a classroom or therapeutic setting, the meaning of child behavior using Rutter's Child Behavior using Rutter's Child Behavior Rating Scale and The Devient Behavior Inventory.

   b. Instructional Approaches
      1. laboratory
      2. demonstration
      3. discussion
      4. inquiry
      5. observation

   c. Specific items related to instructional approach textbooks:

      1. behavior problem children in the schools, Robert H. Woody
      2. Child Counseling, Dimick & Huff
      3. Reports

   d. Sources of Evaluation

      1. Rating Scales
      2. Reports

3. Topic #3: Play and Use of Media.

   a. To conduct a play therapy session in a laboratory setting using Axline's eight basic principles of therapy.
   b. Instructional approaches
      1. demonstration
      2. discussion
      3. laboratory
      4. observation
   c. Specific items related to approach:
      Child Counseling, Dimick & Huff
      Play Therapy, Virginia Axline
      In Search of Self, Moustakas
   d. Sources of evaluation

1. Participation
2. Reports

4. Topic #4: Model development in terms of goals of play therapy and program facilities necessary.

   a. Specific behavioral objective
      to write a play therapy program for a specific population based on Axline and Moustakas' play therapy guidelines.
   b. Instructional approaches
      1. Discussion
      2. Observation
   c. Specific Items related to instructional approach.
      1. Child Counseling, Dimick & Huff
      2. Axline
      3. Moustakas
   d. Sources of evaluation
      1. Reports

Rhode Island College
COURSE REVIEW FORMAT

A. Department of Counselor Education

B. Guidance 503, Pupil Behavior and Adjustment Problems

C. Catalogue Description: Symptoms, causes and treatment of emotional problems of the child from the elementary school through the secondary schoolare described. Problems peculiar to the school setting, deviant achievement, reading disability, the slow learner, the gifted child, the drop-out, delinquency and cultural depriciation are considered and discussed within the contex of personality theory.

D. Three semester hous credit--two and one-half hours per week. Maximum: 35 students.

E. Purpose: To develop a comprehensive knowledge of general and pathological psychology. To develop principles of adjustment and mental hygiene as it relates to the classroom situation.

F. Topical Outline

Topic #1. Psychological Foundations including the Adjustment Process, Coping Behavior, Defense Mechanisms, Developmental Problems of growth.

A. Behavioral Objectives
1. Without the aid of the Text and within 30 minutes the student will demonstrate by a written list all the defense mechanisms and an accurate example of a response that typifies each of the mechanism.

2. The student will listen to a prepared 30 minute audio-taped segment of conversation between adolescents. He must demonstrate his ability to identify and describe defense mechanisms by correct identification and description in writting 3 examples of these mechanisms as they occur on the tape and within the 30 minutes.

B. Instructional approaches
1. Lecture
2. Discussion
3. Observation
4. Demonstration Films

C. Text - Mental Health and the Educative Process, Clarizio, Chapters 1 and 2.
Rodl & Wattenberg, Mental Hygiene in Teaching, Chapters 1-7.
Films - "The Frustrating Fours and Fascinating Fives", and "From Sociable Six to Noisy Nine".

D. Evaluation
Correct identification of demonstrated or observable defense behaviors. Instructor evaluation of written material.

Topic #2. The development of Identity and Self-Esteem. The impact of the School on this development. Problems of School Adjustment.

A. Behavioral Objectives
1. Without the aid of the text and in 45 minutes demonstrate in writing brief but accurate descriptions of 20 factors that influence the development of self-concept. The instructor will determine the accuracy of these descriptions in accordance with the four spheres of influence as discussed by Redl & Wattenberg (Chapter 6).
2. The student will demonstrate his understanding of shaping influences by submitting in writing a 23 page detailed observation of an interaction between parent and child or teacher and child which examplifies a developmental self-concept influence as described by Redl & Wattenberg (Chapter 6). The student must not be a part of the interaction only an outside unnoticed observer.

B. Instructional Approaches
1. Discussion
2. Observation
3. Demonstration Films

C. Text - Clarizio, Chapters 4 and 5,
Redl and Wattenberg, Chapters 8, 9, 10, 11, 12, 13, & 14.
Film: "Learning to Understand Childrren"
"Shyness" and "Preface to Life"

D. Evaluation:
The submitted written assignments
Verbal participation in class

Topic #3. Special Problems of School Adjustment including: The Exceptional child, the School drop-out, the Alienated child, the Descrepant Achiever, the Delinquent child, and the Culturally Disadvantaged child.

A. Behavioral Objectives
The student, with the aid of any outside materials, will submit a case-study report of school age child with identified adjustment problems. The report must include school background information, home and family information, description of descrepant behavior (both from teacher and through observation) as well as information from the child. Identification and description of shaping influences and possible causes of descrepant behavior should follow guidelines as discussed in both texts and the principles developed in the course. The case study must be completed in 3 weeks and a typed copy (10-15 pages) turned in to the instructor.

B. Instructional Approaches
1. Discussion
2. Interview
3. Observation
4. Case Study

C. Text: Clarizio, Chapters 6 & 7
Redl & Wattenberg, Chapters 15, 16, 17, 18, and 19
Film: "Angry Boy", "Problem Children"

D. Evaluation
Instructor evaluation of case study

Topic #4. Strategies for Promoting Mental including Prevention, Remediation, and change of the School Environment.

A. Behavioral Objectives
The student will prepare a 20 page typed report which demonstrates his understanding of mental health principles as they relate to classroom instruction. The report must include a lesson plan for a 1 hr. block of time which states learning objectives as well as teacher techniques for implimentation of objectives. These techniques should

incorporate classroom applications of mental health principles as discussed in Part C of Redl & Wattenberg. Limitations of this approach (as discussed in Clarizio and Redl & Wattenberg) should also be noted. Outside references may be used up to two weeks may be taken for the writing of this report.

B. Instructional Approaches
   1. Lecture
   2. Discussion
   3. Demonstration Film
   4. Written Report

C. Text: Clarizio, Chapters 8, 9, & 10
   Films: "We Plan Together", "Individual Differences", "Effective Learning in the Elementary Schools", "Passion for Life".

D. Evaluation
   A term paper of 15-30 pages describing and developing classroom behaviors by the teacher which illustrate sound principles of Mental Health and which lead to a climate for optimum educational, social, and emotional growth of the student.

Rhode Island College
COURSE REVIEW FORMAT

A. Department of Counselor Education

B. Guidance 504: Vocational Information and Placement

C. Catalogue Description: Considered here are problems of occupational orientation, knowledge of occupational opportunities, aptitudes and interests, and theories of vocational choice and "status". Techniques of placement and student personnel workare considered in terms of the role of the school. Prerequisite: Guidance 401.

D. Three semester hours credit. Two and one-half hours per week for sixteen weeks. No Laboratory hours. Maximum number of students: 35.

E. Course Purpose: To develop in the student awareness, knowledge, understanding and skills relating not only to occupational, educationa, and social information, but also relating to the psychology of work, career development patterns, and vocational counseling.

F. Topical Outline

Topic #1. Classification Systems: Scope of occupational opportunities and interdependency of jobs and people.

A. Behavioral Objectives
The student will demonstrate his ability to classify 250 jobs by title and D.O.T. classification number by submitting a typical list of at least 250 jobs that go into the manufacture, distribution or sales of a given product (i.e. matchbook). The D.O.T. is to be used as a reference and the list will be completed within one week.

B. Class Project, Demonstration, and Discussion.

C. Hoppock text, Chapters 10, 11, & 12. Dictionary of Occupational Titles, Vol. 1, 2, & 3.

D. Participation plus written report.

Topic #2. Occupational, Educational and Social Information, Definitions, Sources, Materials, New Career Ideas, Evaluation of Materials and Building of a file.

A. Behavioral Objectives
The student will send for and acquire 10 pieces of occupational and educational information and submit a typed report evaluating each piece of material according to Hoppock's guidelines for evaluating Occupational Information. (Chapter 14 & Appendix G) The evaluation must be completed in two weeks and be evaluated by the instructor as acceptable.

B. Class projects, discussion discovery, and lecture.

C. Hoppock Text, Chapters 13, 21, 22, & 23.

D. Participation plus evaluation of two written reports.

Topic #3. Occupational Information, Specific job characteristics, job evaluations, observation and evaluation of industry, meeting the needs of employees.

A. Behavioral Objectives
Selection will be made by the student of one specific job title and a person actively functioning in that job will be interviewed. The interview will be conducted and a typed report made according to the specific guidelines stated in Hoppock for evaluation of a job. The report is due in one week and will be evaluated by the instructor as acceptable only if it follows Hoppock's guidelines.

The student will tour a business or industry and observe various attributes (i.e. noise, safety, sanitation, number of jobs performed, etc.) of the enterprise. The student will use Hoppock's guideline, "Observable aspects of a business or industry" and type a report conforming with the guideline and his observations as they relate to that guideline. The activity and report is to be finished in one week and will be evaluated for acceptability by the instructor on Hoppock's criteria.

B. Field Trips: One class trip to industry (ex: Texas Instruments) and one trip to observe a particular job. Discussion, interview, community experience.

C. Hoppock Text: Chapter 14 and Appendix G.

D. Participation plus evaluation of two written reports.

Topic #4. Job Satisfactions and human need fullfillment. Personallity factors relating to job performance and satisfaction. Expectations of employers.

A. Behavioral Objectives
The student will interview 20 job-holders (½ men and ½ women) and report in writing what they like about their jobs and why as well as what they dislike about their jobs and why. Conclusions about the responses are to be drawn and should reflect understanding and integration of Maslow's Hiarchy of needs and motivational concepts as discussed by Hoppock. Criteria for acceptability is based on instructors judgement of level of ability exhibited in report and integration of responses to theory. One week is alloted for completion.

B. Interviews and self-analysis project. Guest lecture by Union Apprenticeship. Director and Management Personnel Director

C. Osipow, Samual "Theories of Career Development", Chapters 1, 2, & 3.

D. Participation, discussion plus evaluation of two reports.

Topic #5. Theories of Vocational Development--Super, Roe, Ginsberg, Holland.

A. Behavioral Objectives
The student will prepare a written analysis of two of three client occupational case study profiles. The student should be able to analyze the vocational development of the client from the point of view of the four theorists studied. References may be used and completion time is two weeks. Criteria will be Osipow's interpretations of the 4 theorists and instructor judgement.

B. Lecture and Discussion

C. Osipow Text, Chapters 4,5, & 6.

D. Attendance, Participation and written report.

Topic #6. Theories of Vocational Development--con't.

A. Behavioral Objectives
To illustrate understanding of different theories as they relate to specific groups of people or problem areas. Projects (see B) and written report of project should incorporate vocational development theory as well as recognition of cultural, economic, and attitudial factors. Preparation time is two weeks with a class participation time limit of 1 hour. The written report will be less than 10 pages and evaluated by the instructor as to inclusion of principles developed during the course, from Osipow's text, and quantity and quality of outside references and resources used.

B. Role-playing, discussion, presentation of four class projects pertaining to the following topics:

1. Vocational Development and the changing role of women.
2. Vocational Development and problems of minority groups.
3. Vocational Development and problems of the retired.
4. Vocational Development and increased leisure time.

C. Osipow, Chapters 8 & 9--Outside reading pertaining to specific topics in "B".

D. Participation and evaluation of reports.

RHODE ISLAND COLLEGE

COURSE REVIEW FORMAT

A. DEPARTMENT OF COUNSELOR EDUCATION

B. Course Number and Course Title-Guidance 505: Organization of Guidance Services.

C. Course Description: Patterns of guidance services rendered by schools are covered. It includes discussions of individual guidance counseling, group guidance, test interpretation, anecdotal records, scholastic records, etc.

Prerequisites: Guidance 500, Guidance 504 and Guidance 509.

D. The course carries three (3) graduate credits and meets for two class hours and fifteen minutes each week. Maximum enrollment is limited to thirty-five (35) students.

E. Course Purpose: To provide potential administrators of school and system-wide guidance services with an understanding of the nature and scope of programs and activities falling in his domain and with some competency in the human relations aspects of administering these responsibilities.

F. Topical Outlines:

1. Topic 1. Organizational Patterns -- A survey of historical and contemporary Guidance Models.

A. Specific performance criteria

Identify and describe in sixty minutes or less a minimum of three historical and three contemporary models for guidance in writing. The descriptions should make use of the following outline:

1. Historical context
2. Rationale
3. Advantages and disadvantages
4. Implicationf for current practice

Minimal competency is achieved when a minimum of two salient points for each topic found in the outline is comparable with those found in Shertzer and Stone's summary of guidance models (Fundamentals of Guidance, 2nd Edition, Houghton-Mifflin, 1971). The degree of comparability will be determined by the instructor for the course.

B. Instructional approaches.

discussion
memorization
telling

C. Specific items related to instructional approach.

1. Roeber, E. C., Waly, G., Smith, G. E., A Strategy for Guidance, MacMillan & Company, 1969.
2. Shertzer, B. & Stone, S., op.cit.
3. Whenever possible-original sources, e. g. old text books, professional journals, etc.

D. Sources of evaluation for Topic I

test

2. A. Topic 2 - Designing and implementing a program of guidance.

Present a design for a model guidance program within the context of a real or hypothetical school or system. The school case study will include information on (1) the community, (2) pupil population, (3) school facilities, (4) administrative organization, (5) curricular offerings, (6) status of existing guidance services, (7) professional staff, (8) teachers, and (9) extracurricula activities. The student's peers and instructor will evaluate the originality and viability of the formal presentation on the basis of Hatch and Stefflre's criteria ("Hints for case study analysis", Administration of Guidance Services, Prentice-Hall, 1965, P. 348). The preponderance of judges must view the design as satisfying twenty of the twenty-five criteria listed.

B. Instructional approaches for Topic 2.

discussion
problem-solving
lectures
community experiences

C. Specific items related to instructional approach

1. Calia, V. F. and Wall, B., Pupil Personnel Administration, C. C. Thomas, 1968
2. Hatch and Stefflre (op.cit.)
3. Zeran, F. and Riccio, A., Organization of Administration of Guidance Services, Rand McNally, 1971

D. Sources of evaluation

Formal report (verbal presentation to class made from detailed notes or written report).

Topic 3 Ethical and legal problems.

A. Specific performance criteria.

Application of APGA ethical standards to a series of school and/or agency--based problems. Using a multiple choice examination format, the student will select an appropriate response to a series of incidents involving ethical behavior, and premised upon each of the fifty-six statements in the standards. The appropriateness of the responses will be pre-determined by the collective membership of the Department. The results of the class exam will be recorded in the form of a frequency distribution. The instructor will make the determination regarding cut-off scores for each of the five letter grades (A through F). The distribution of scores will serve then as a norm for the interpretation of individual performance.

B. Instructional approaches

discovery
discussion
inquiry
lecture
problem-solving

C. Specific items related to instructional approach

(1) Bahhen, Clarence J., The Legal Basis for College Student Personnel Work, Student Personnel Series No. 2., Washington: American College Personnel Association, 1961.

(2) Ethical Practices Committee, Ethical Standard Casebook, Washington: American Personnel and Guidance Association, 1965.

(3) Shertzer, B. and Stone, S., Fundamental of Counseling, Houghton-Mifflin, 1968, PP 479-506.

(4) Ware, Martha (ed.) Law of Guidance and Counseling, Cincinnati, Ohio: The W. H. Anderson Company, 1964.

D. Sources of evaluation

Multiple-choice examination

Topic 4 Administrator as human relations specialist.

Demonstrate knowledge of management and human relations theory via a one hour written examination. The exam will be evaluated by the instructor.

Demonstrate understanding of theory and acquisition of human relations skills via consultative and/or supervisory relationship with a live or simulated client system. Leadership and human relations style will be observed and evaluated by student's peers through a one-way screen. Ten point rating scales (Schein, E. , Process Consultation: It's Role in Organizational Development, Reading, Mass. - Addison Wesley, 1969, P.P. 43-43) for assessing eight dimensions (goals, participation feelings, diagnosis of group problems, leadership, decisions, trust and creativity and growth) of the consultant's effectiveness with his group, will be used. A mean rating of 5.5 will constitute an acceptable level of minimal effectiveness.

B. Instructional approaches

demonstration (role-playing)
discussion
interviews
lecture
observations
problem-solving

C. Specific items related to instructional approach

(1) Calia, V. F. and Wall, B., Pupil Personnel Administration, C. C. Thomas, 1968.

(2) Beckhard, R., Organizational Development. Strategies and Models, Reading, Mass: Addison-Wesley, 1969.

(3) Bennis, W., Changing Organizations, N. Y., McGraw-Hill, 1966.

(4) Schein, E., op.cit.

D. Sources of evaluation

Essay examination
"live" demonstration

RHODE ISLAND COLLEGE
EDUCATIONAL STUDIES DIVISION
DEPARTMENT OF COUNSELOR EDUCATION

COURSE REVIEW FORMAT

A. Department: Counselor Education

B. Course Number and Title: Guidance 506, Measurement and Test Interpretation in Guidance.

C. Course Description:

Techniques for the effective choice and use of tests in guidance are developed and concepts such as ability, growth, aptitude, and interests are examined. Statistical techniques appropriate for several types of evaluation problems are studied. Analysis of data presented is an essential part of the work. Prerequisite: Statistics or a basic course in measurement.

D. Credits: 3 graduate credits.
Hours: 2½ class hours per week.
Enroll: Class limit, 35 students.

E. Course Purpose:

This course is designed to survey the use of psychological tests as part of the guidance function and to develop skill in their selection, application, and interpretation.

F. Topical Outline:

1. The nature and use of psychological testing.

A. Behavioral objective:

The learner will describe in writing the major definitive characteristics of a standardized psychological test. An acceptable description must utilize at least four basic components of testing as identified by Anastasi and or Cronbach. (see C)

Method of instruction:

Lecture and class discussion.

C. Instructional items:

Anastasi, Psychological Testing, 3rd Edition
Cronbach, Essentials of Psychological Testing
Psychological Bulletins

D. Evaluation:
Midsemester exam.

2. Selecting a test: Technical considerations

A. Behavioral objective:

The learner will construct an expectancy table according to the format in Test Service Bulletin #38, p. 12, (Psychological Corporation) and in this table plot the given D.A.T. Space Relations test scores and end-of year Drafting grades for 100 high school sophomores.-- An acceptable table must include a cell frequency count equal to 100 in both rows and columns and a cell percentage conversion equal to 100 in rows.

B. Method of instruction:

Lecture and practice exercises.

C. Instructional items:

Textbook and Psychological Bulletin #38, p. 12.

D. Evaluation:

Classroom participation and written report.

3. Tests of intellectual development.

A. Behavioral objective:

Given some preliminary acquaintance with the test recipients, the learner will administer three Henmon-Nelson tests and submit an interpretation of the results. This interpretation must (1) utilize one standard error of measurement in reporting the test score and (2) provide a closing statement concerning the validity of the test score for the testee in question. "A test score is defined as valid when proper procedures and conditions have been observed. (see Anastasi, p. 37)

B. Method of instruction:

Lecture, discussion, and classroom exhibits of sample tests.

C. Instructional items:

Textbooks, speciman sets and test bulletins.

D. Evaluation:

Administered tests will be evaluated.

4. The use of multiple aptitude batteries.

A. Behavioral objectives:

The learner will demonstrate his understanding of the DifferentialAptitude Battery by administering the complete battery to one student in the 8-12 range and by submitting a written report of the plotted results. An acceptable demonstration will be a report that (1) points out all scores above the 75% and below the 25% and (2) identifies all significant differences between the aptitudes.

B. Method of instruction:

Lecture, discussion, classroom drill and analysis of test profiles.

C. Instructional items:

Differential Aptitude Battery specimen set.
Textbook
General Aptitude Battery

D. Evaluation:

Analysis of written report.

5. The use of interest inventories.

Behavioral objective:

The learner must be able to self-administer a Kuder Preference Record Form C and present a written report of the test results that conforms to the following minimum standards: (1) a summary statement of all preference scores exceeding the 75th perecentile and (2) a list of at least 3 represenative occupations (professional level) from the Kuder manual that are designated as matched to the specific coded interest pattern above.

B. Method of instruction:

Lecture, discussion, and analysis of practice case studies.

C. Instructional items:

Specimen sets: Kuder Occupational, Kuder DD and Strong Vocational.

D. Evaluation:

Test profiles will be evaluated.

6. The use of Buros 6th Mental Measurement Yearbook.

A. Behavioral objective:

With the use of Buros 6th Mental Measurement Yearbook the learner must locate and name 3 group mental ability tests with Grade 3-12 range and recommended for use by at least two receivers. To be considered correct the list of tests must coincide with the master list held by the instructor.

B. Method of instruction:

Class lecture and library project work.

C. Instructional items:

Buros Mental Measurement Yearbook (6th)

D. Assessment of student's list.

7. The use of personality tests.

A. Behavioral objective:

To demonstrate his ability to interpret the Edwards Personal Preference Scheduel, the learner will self-administer the instrument and write an analysis of the results. An adequate interpretation must show that the learner has (1) identified the significantly high (85percentile) and low (15 percentile) scores and has presented a written profile of their meaning based on the author's manual description of these manifest needs.

B. Method of instruction:

Lecture, class demonstrations and use of case histories.

C. Instructional items:

Specimen sets Edwards etal.

D. Evaluation:

Personality analysis will be assessed.

8. Test reporting and interpretation.

A. Behavioral objective:

Given a normal distribution of 50 I.Q. scores the learner must accurately convert these scores to a Stanine system. To be correct this conversion must conform to a standardized Stanine table.

B. Method of instruction:

Class practice exercises in test reporting.

C. Instructional items:

Textbook and Lyman, Test Scores and What They Mean

D. Assessement of students' exercises.

Rhode Island College

Course Review Format

A. Counselor Education Department

B. Guidance 507: Problems in Guidance

C. Course description

The course deals with the case methods in guidance and development of records for an adequate case history. Each student presents a complete case history of a child having learning problems in the classroom. Evaluation of the case and plans for helping the child are developed as part of the course requirements.

Prerequisites: Psychology 308 and Guidance 506

D. Three semester hours; 17 class sessions with maximum enrollment not exceeding 35 students.

E. Course Purpose

1. Acquire an understanding of the limitations and values of selective psychological tests and demographic data for assessing and predicting individual behavior.
2. Acquire a skill in writing and organizing assessment reports for teacher, parents and pupil consumption.
3. Develop competencies in interpreting tests and non-test data to better understand his clients, and to acquire skill in communicating his understanding to help teachers better understand their pupils and to help puplis better understand themselves.

F. Topical Outline

I. Statsitical vs. Clinical Assessment Methods

A. Specific performance criteria

Demonstration of knowledge of statistical and assessment methods via a two hour written exam. The instructor will generate his own criteria for evaluating the quality of the responses to each of the questions posed.

B. Instructional approach

1. Discussion
2. Lecture
3. Memorization
4. Problem solving
5. Telling

C. Specific items

1. Anastasi,A., Psychological Testing, New York: Macmillan, 1967
2. Goldman,L., Using Tests in Counseling, New York: Appleton-Century-Crofts, 1971

D. Sources of evaluation

1. Written exam

II. Interpretive aids and problems

A. Specific performance criteria

Demonstration of kowledge of interpretive aids and problems via a 1½ hour written exam. The instructor will

generate his own criteria for evaluating the quality of the responses to each of the questions posed.

B. Instructional approach
   1. Discussion
   2. Lecture
   3. Problem solving
   4. Telling

C. Specific items
   1. Anastasi, A., Psychological Testing, New York: Macmillan, 1967
   2. Goldman, L., Using Tests in Counseling, New York: Appleton-Century-Crofts, 1971
   3. Lyman, H., Test Scores And What They Mean, New Jersey: Prentice-Hall, 1967

D. Source of evaluation
   1. Written exam

III. Organizing, writing and interpreting reports.

A. Specific performance criteria

Written analysis of a series of 12 increasingly complex prepared cases based on actual data. Each case analysis will be organized in accordance with the following outline:

Formulating a case: outline and discussion of topics,
   a. educational and vocational development
   b. intellectual functioning
   c. interpersonal relationships
   d. drive and ambition
   e. personal judgement
   f. summary of strengths and weaknesses
   g. recommendations and prognosis

The student interpretive analysis and prognosis must approximate the "experts" interpretations and real life outcomes for at least 9 of the 12 cases. Approximation is achieved when the students interpretive and prognostic statements are in agreement with those of the "experts" on at least 5 of the 7 topics cited above. The instructor will make this determination. A letter grade of "B" or better will signify an acceptable level of performance.

Written analysis of two original case reports based on the results obtained from the administration and scoring of a selected battery of tests. Each analysis will be organized in accordance with the outline described above. The instructor will evaluate the validity of the report on the basis of his own interpretation of the data (test and non-test) presented. A letter grade of "B" or better will signify an acceptable level of performance.

The written and oral presentation of an original case report (using the afore mentioned outline) as a member of a student project group (case conference team of 3 members). The division of responsibilities and sequence of activities will be experienced as follows:

Case Conference Project:

The preparation of original case reports by student groups (case conference teams) based on the following division of responsibilities and sequence of activities;

a. intake interview
b. individual testing
c. group testing
d. case conference- classroom presentation of results, analysis, recommendations and prognosis
e. terminal interview
f. outcome and disposition of case classroom presentation

Each student will opt for conducting two of the aforementioned activities and all three will write the report collaboratively. The instructor, peers and participants will evaluate the quality of the report using traditional letter grades in accordance with their own determination of the degree of congruence between the data presented and the interpretive and prognostic statements which follow.

B. Instructional approach
1. Clinical
2. Counseling
3. Demonstration
4. Discussion
5. Interviews
6. Laboratory
7. Observation
8. Telling

C. Specific items
1. Test materials:

A testing kit consisting of a manual, a test booklet, scoring keys, test profiles and four answer sheets for the following tests;

1. College Qualification Tests(CQT) George Bennet and others: Psychological Corporation, revised

2. Otis-Lennon Mental Ability Tests, A,S. Otis, Harcourt,Brace and World, 1967-68 11 K-12

3. Differential Aptitude Tests,(DAT) 2nd edt. G.K.Bennet, H.G.Seashore, A,G.Wesman: Psychological Corporation, 1966 (Form L) M.

4. Cooperative English Tests, Reading Comprehension, Cooperative Test Division, Educational Testing Service, 1962 (Form 2A).

5. Kuder Occupational Interest Survey, G.Frederick Kuder, Science Associates, 1966 (Form DD)

6. Kuder Preference Record, Vocational, G.Frederick Kuder, Science Associates, 1950 (Form CH,2nd rev)

7. Edwards Personal Preference Schedule (EPPS), Allen Edwards, Psychological Corporation, 1959

8. Cattel 16 P.F. Test, Institute for Personality and Ability Testing, 1967 (Form A)

9. Rotter Incomplete Sentence Blank, J.B.Rotter, Psychological Corporation, 1950 (Grades 9-12)

2. Selected bibliography

1. Anastasi,A., Psychological Testing (2nd edt.) New York; Macmillan, 1961

2. Goldman, L., Using Tests In Counseling, New York; Appleton-Century-Crofts, 1971

3. Rothney,

4. Shertzer,B., Peters,H., Guidance: Techniques For Individual Appraisal And Development, New York; Macmillan, 1965

5. Tyler,L., The Work Of The Counselor, 3rd edt., New York; Appleton-Century-Crofts, 1967

D. Source of evaluation

1. Written reports

Rhode Island College
COURSE REVIEW FORMAT

A. Department of Counselor Education

B. Guidance 508: Rehabilitation Counseling

C. Course Description: A comprehensive overview of rehabilitation as a philosophy, process and professional area with emphasis on the unique role and skills of the counselor as he functions within the various settings and among a range of disabled subjects. Prerequisites include Personality Theory, Techniques of Counseling, Tests & Measurements, and Vocational Information and Placement.

D. Three semester hours credit, meets for 2½ class hours per week. Maximum enrollment is 35 students.

E. Course purpose is to (1) identify the interdisciplinary role of the rehabilitation counselor. (2) Relate the psychological, physical and social needs and abilities o f the client to the world of work and (3) Become familiar with the resources of the community.

F. Topical Outline:

Topic #1. To become familiar with the roles assumed by various professional workers in the rehabilitation process.

A. Behavioral Objective.
Given a list of twenty job titles demonstrate, by written examination and within 1 hour, the professional role of each as it relates to the rehabilitation process. The Health Careers Guidbook will be used as the criteria of acceptability by the instructor.

B. Instructional Approaches
Lecture, discussion and reading

C. Specific items relating to instructional approach.
(1) Health Careers Guidbook, U.S. Printing Office
(2) Vocational Counseling with the Physically Handicapped, Lloyd H. Lofquist. NewYork Appleton - Century-Crafts 1957
(3) An Introduction to the Vocational Rehabilitation Process, J. F. McGown Ed. Office of Vocational Rehabilitation, U.S. Dept. of Health, Education and Welfare. Washington Government Printing Office 1960.

D. Sources of Evaluation:
Examination.

Topic #2. To evaluate and become familiar with available community resources.

A. Behavioral Objective:
The student will construct a file of 5x7 cards of at least 50 of the available community resources in The State of Rhode Island. Each card should also contain information as to services rendered, fee structure admission policies and the name of a contact person. Two weeks may be taken for the completion of this experience. The instructor's judgement in conjuction with Project A.R.I.S.E. reference manual will determine acceptability.

B. Instructional Approaches
1. Discovery
2. Inquiry
3. Interviews
4. Discussion

C. Specific Items Related
Areawide Planning of Facilities for Rehabilitation Services, (Public Health Service Publication 930-B-2). Washington: Government Printing Office

D. Evaluation:
Card File
Participation

Topic #3. Familiarity with the problems of the handicapped college student.

A. Behavioral Objectives:
Demonstrate familiarity with the problems of guiding the physically handicapped college student by performing well (70% correct or better) on an 1 hour objective examination of concepts present in Rusalem's Guiding The Physically Handicapped College Student.

B. Instructional Approaches
Lecture
Discussion

C. Specific items related to instruction:
Rusalem, H. Guiding the Physical Handicapped College Student. New York: Columbia 1958

D. Evaluation:
Examination

Topic #4. The development of skills needed to critically analyze case reports of rehabilitation clients.

A. Behavioral Objectives:
The student will prepare an analysis of ten of the 15 case studies presented to him. The analysis should incorporate the principles developed during the course as well as those discussed by M. Jacques and B. Thomason. (see C below). Outside references may be used and each analysis should be less than 7 typed pages. The instructor and a senior rehabilitation supervisor will evaluate the reports for acceptability. The time limit for completion is 3 weeks.

B. Instructional Approaches.
Lecture
Discussion
Discovery
Problem Solving

C. Specific items related to instruction
Jacques, M. Critical Counseling Behavior in Rehabilitation Settings, Washington: Office of Vocational Rehabilitation 1959

D. Evaluation:
Case Reports

RHODE ISLAND COLLEGE
EDUCATIONAL STUDIES DIVSION
DEPARTMENT OF COUNSELOR EDUCATION

COURSE REVIEW FORMAT

A. Department: Counselor Education

B. Course Number and Title: Guidance 509, Practice and Procedures in Group Guidance

C. Course Description:

This course covers the process of group development, an analysis of the interpersonal and intrapersonal dynamics involved and the application of these learnings to specific group procedures.

D. Credits: 3 graduate credits
Hours 2¼ class hours per week.
Enroll: Class limit, 15 students.

E. Course Purpose:

This course is designed to involve students directly in the growth and development of a small group so that they might personally experience the dynamics and apply the resultant learnings to a variety of group procedures in education.

F. Topical Outline:

1. The pursuit of self-understanding in groups

A. Behavioral objective:

Given the establishment of minimal trust levels in the group, the learner will demonstrate his pursuit of self-understanding by initiating three observable acts of self-disclosure and or verbal requests for feedback in any two hour class session. Such acts must be confirmed at the end of this period by an appointed recorder using a group tally sheet designed for this purpose.

B. Method of instruction:

Leader utilizes group discussion, facilitative exercises and behavior modeling.

C. Instructional items:

Group Process Recording Sheet.

D. Evaluation:

Assessment of process recordings.

2. The development of effective communication skills.

A. Behavioral objective:

On at least two occasions in a two hour period the learner must communicate his feelings in first person fashion with sufficient clarity to be understood by 80% of the group members. Failure to understand will be indicated if a member holds up a red card.

B. Method of instruction:

Group discussion, communication training, and imitative behavior.

C. Instructional items:

Audio tape for recording voice projection and quality.

D. Evaluation:

Each member's " red card " count will be tallied by process recorders.

3. The development of empathic listening skills.

A. Behavioral objective:

At least twice during the group experience each member must demonstrate his capacity to offer at least Level 3 empathic responses as measured by Carkhuff's Empathy Rating Scale.

B. Method of instruction:

Discussion and empathy training.

C. Instructional items:

Carkhuff Empathy Rating Scale.
Carkhuff, Helping & Human Relations Vol. I. Holt, Rinehart & Winston, 1969.

D. Evaluation:

Student and instructor ratings on empathy scale.

4. Building understanding of small group functioning

A. Behavioral objective:

With the help of Benne and Sheats role classifications (see C), the learner must be able to observe and record group process roles for a 15 minute period and during that time feed back two commentaries designed to increase group efficiency and progress. At least one of the observer's comments must be unanimously accepted and implemented by the group.

B. Method of instruction:

Brief orientation and demonstration on role of process observer.

C. Instructional items:

Kemp, Perspectives on the Group Process.

"Group forces affecting learning,"p. 121.
"Group self-evaluation," p. 130.
"A closer look at the role of the group observer,"p. 138
"Functional roles of group members."p.271.

D. Evaluation:

Observer commentaries will be evaluated by the group.

5. Group theory and leadership style.

A. Behavioral objective:

The learner will select one of five given group theories and demonstrate in class the appropriate leadership for that particular theory. Each demonstration must conform to the description given by Kemp (see C.)

B. Method of instruction:

Lecture and role playing.

C. Instructional items:

Kemp, Perspectives on the Group Process, part IV, "Leadership", pp. 171-209.

D. Evaluation:

Class participation and demonstrations.

6. An introduction to group procedures.

A. Behavioral objective:

In keeping with the purpose of this course each student will identify 4 basic ingredients or learnings about groups that were derived from his completed group experience and indicate in writing how these learnings could apply specifically to group counseling. An acceptable paer is one in which 3 of the 4 basic ingredients can be specifically identified in some form in the texts below (see C)

B. Method of instruction:

Summarizing class discussion.

C. Instructional items:

Mahler, Group Counseling in the Schools.
Kemp, Foundations of Group Counseling.

D. Evaluation:

Written paper.

RHODE ISLAND COLLEGE

COURSE REVIEW FORMAT

A. Department of Counselor Education.

B. Course number and course title, Guidance 510: Internship in Guidance I.

C. Course description (as found in catalogue, including prerequisites)

The course involves a gradual introduction to the work of the counselor on the job, under the direction of a fully-prepared supervisor of guidance and counseling. Local supervisors of guidance services collaborate with college advisors in evaluating student progress.

Prerequisites: Guidance 580: Practicum in Counseling; Guidance 509: Practices and Procedures in Group Guidance and Guidance 506: Measurement and Test Interpretation in Guidance and the consent of the department chairman.

D. The course carries three (3) graduate credits, meets for two class hours and fifteen minutes each week, and requires a minimum of nine hours of laboratory (field) experience per week. Maximum enrollment is limited to five (5) students.

E. Course Purpose:

The internship program provides the student with the opportunity to

1. experience the "realities" of a functioning guidance program.

2. to apply and modify his newly acquired theoretical knowledge.

3. to deepen and extend his competencies as a counselor-in-training.

F. Topical outline.

1. The study of cumulative record cards system.

Specific Performance Criteria:

A. "Design, maintain and/or revise cumulative record card system with assistance and approval of field supervisor and counselor educator.

B. Instructional Approaches for Topic 1.

discussion
observation
inquiry
interviews
reading

C. Specific items related to instructional approach.

(1) present cumulative card materials and system
(2) textbook sources
(3) commercial sources
(4) cumulative cards used in neighboring schools

D. Sources of evaluation

(1) teachers
(2) field supervisor
(3) counselor educator
(4) pupils
(5) pupil service staff
(6) parents

2. Topic 2.

To evaluate and improve Developmental Vocational Guidance Materials.

A. Differentiate good from poor educational and vocational information materials by comparing available school materials with NVGA's "Standards for use in Preparing and Evaluating Occupational Literature" and submitting written evaluative report to field supervisor and counselor educator, both of whom must deem the report reasonable and acceptable.

Eliminate poor and retain good educational and vocational information materials, and up-date information files by locating and obtaining new publications in accordance with criteria cited in aforementioned report and school monies allocated for such purposes.

B. Instructional Approaches

discovery
inquiry
discussion

C. Specific items related to instructional approach

(1) NVGA's "Standards for Use in preparing and evaluating occupational literature".

(2) Vocational Guidance Quarterly

(3) Forrester, G., Occupational Literature: An Annotated Bibliography, New York: H.W. Wilson Co. (up-dated periodically).

(4) Ohlsen, M. Guidance Services in the Modern School, New York: Harcourt, Brace and World, Inc. 1964, P. 306.

(5) Commercial publishers of Educational and Vocational information materials (e.g. Chronicle Guidance Service, Careers, B'nai Brith Vocational Service, Science Research Associates).

D. Sources of evaluation

(1) reports
(2) completed up-dated file of educational and vocational information materials.

Topic 3

To evaluate and if necessary, improve Vocational Guidance Information Classification System.

A. Specific behavioral objectives

establish a suitable filing system by applying Downie's seven criteria (see C.2 below). The field supervisor and counselor educators must approve the suitability of the student's system (assuming a revision of the present one is deemed essential) in accordance with Downie's criteria of suitability.

B. Instructional approaches

discussion (students, teachers and guidance staff)
discovery
inquiry

C. Specific items related to instructional approach

(1) Dictionary of Occupational Titles (DOT) vol. 1 and II, Superintendent of Documents, Washington, D. C.
(2) Downie, L., Guidance and Counseling Service: An Introduction, New York, McGraw Hill, 1968, P. 195.

(3) Occupational Outlook Handbook, Bureau of Labor Statistics of the U. S. Department of Labor.

(4) Occupational Outlook Quarterly, Superintendent of Documents, Washington, D. C.

(5) Hoppock, E., Occupational Information 3rd ed. New York, McGraw-Hill, 1967.

D. Sources of evaluation

Completed (revised) filing system.

Topic 4

Administration and interpretation of group guidance tests.

A. Behavioral objectives.

Administer selected group guidance tests (e.g. intelligence and aptitude tests, interest inventories etc.) under the supervision of the field supervisor and interpret results via individual conferences to teachers, pupils and parents in accordance with Traxler's guidelines for administering and interpreting tests. All individual conferences will be observed by the field supervisor (with the consent of all participants) via a one way screen. Interns must achieve a supervisor's rating of "satisfactory" on each of the criteria enumerated by Traxler.

B. Instructional approaches
observation
interviews
clinical

C. Specific clinical items related to instructional approach

1. Anastasi, A., Psychological Testing, New York: The MacMillan Company, 1967.

2. Appropriate test manuals.

3. Goldman, L., Using Tests in Counseling, New York, Appleton-Century-Crofts, Inc. 1971.

4. Lyman, H., Tests Scores and What They Mean. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1963.

5. Traxler, A. E. "Fundamentals of Testing", Test Service Notebook, No. 27, N. York: Harcourt, Brace and World, Inc. 1962.

D. Sources of evaluation

Rating scales (Traxler).

Topic 5

Counseling pupils.

A. Behavioral objectives

Conducting a minimum of four thirty minute pupil interviews. Each interview will be recorded on a cassette tape (with the consent of the counselee) and evaluated by a counselor educator, using the Carkhuff-Berenson-Truax Scale. The intern must achieve an overall 3.0 level of functioning score on the six basic dimensions of helping; empathy, respect, concretness, genuineness, confrontation and immediacy.

B. Instructional approaches

counseling
feed-back (by the counselor educator after each of the recorded sessions).

C. Specific items related to instructional approach

(1) Carkhuff, R. & Berenson, B. G. Beyond Counseling and Therapy, New York, Holt, Rinehart and Winston, 1967.

(2) Carkhuff, R. , Helping and Human Relations, Vol. 1, Holt, Rinehart and Winston, 1970.

D. Sources of evaluation

Carkhuff-Berenson-Truax Scale.

RHODE ISLAND COLLEGE

Course Review Format

A. DEPARTMENT OF COUNSELOR EDUCATION.

B. Course Number and Course Title, Guidance 511: Internship in Guidance II.

C. Course Description (as found in Catalogue, including prerequisites).

The student is provided with an opportunity for advanced field experiences under the collaborative direction of a school supervisor of guidance services and a counselor educator.

Prerequisites: Guidance 510: Internship in Guidance I and the consent of the Department Chairman.

D. Number of credits, number of class hours, and number of hours of laboratory or clinical experiences per week. Maximum number of students to be enrolled.

The course carries three (3) graduate credits, meets for two class hours and fifteen minutes each week, and requires a minimum of nine hours of laboratory (field) experiences per week. Maximum enrollment is limited to five (5) students.

E. Course Purpose

Guidance 511: Internship in Guidance II provides the student with the opportunity to:

1. extend his contact with the "realities" of a functioning guidance program.

2. deepen and extend his growing competencies as a counselor by increasing the frequency and complexity of involvement in essentially counseling and sonsultative tasks.

F. Topical Outline

1. Topic I

Assessment of school testing program.

A. Behavioral objectives

WORKING COPY

Review and if necessary, make specific recommendations for revising and improving school testing programs by comparing characteristics of existing programs with those identified as "essential" by Shertzer and Stone (see C. 1 below). Comparative statistics and recommendations should be submitted in the form of a written report to field supervisor and counselor educator for review and approval.

B. Instructional approaches

discovery
discussion
interview
inquiry
observation

C. Specific items related to instructional approach.

(1) Shertzer, B. & Stone, S., Fundamentals of Guidance, Boston: Houghton-Mifflin Company, 1966, PP. 216-218.

(2) Dwrost, W., What Constitutes a Minimal Testing Program for Elementary and Junior High School, New York: Harcourt-Brace and World, Inc. 1956.

(3) Lennon, R. T., "Selection and Provision of Testing Materials", Test Service Bulletin, No. 99, New York: Harcourt, Brace and World, Inc. 1962, PP 1-2.

D. Sources of Evaluation.

Report.

2. Topic 2

Consultation - School Testing Program

A. Behavioral Objectives.

Implementation of aforementioned recommendations (1.0) by conferring with significant authorities on the merits of the proposed changes. The field supervisor and counselor educator will assess the nature and extent of the changes made and attitudes of personnel responsible for initiating them.

B. Instructional approaches.

discussion
inquiry
interviews
telling

C. Specific items related to instructional approach.

(1) See bibliography listed under 1. C. above.

(2) Toulose, J., On Being a Consultant, mimeographed paper, University of California, Los Angeles, 1970.

D. Source of evaluation

verbal reports.
changes in school testing programs.

3. Topic 3

Counseling pupils

A. Conduct a minimum of twelve fifty minute counseling interviews, six with one pupil and six with another. Each interview will be recorded on a cassette tape (with the consent of the counselee) and evaluated by a counselor educator, using the Carkhuff-Berneson-Truax Scale. The intern must achieve an overall 3.3 level of functioning score on the six basic dimensions of helping.

B. Instructional approaches

1. counseling

2. feed-back (by the counselor-educator after each of the recorded sessions).

C. Specific items related to instructional approaches.

(1) Carkhuff, R. and Berenson, B. G., Beyond Counseling and Therapy, New York: Holt, Rinehart and Winston, 1967.

(2) Carkhuff, R., Helping and Human Relations, Vol. 1, Holt, Rinehart and Winston, 1970.

(3) Carkhuff, R., Helping and Human Relations, Vol. 2, Holt, Rinehart and Winston, 1970.

D. Sources of evaluation.

Carkhuff-Berenson-Traux Scale.

4. Topic 4

Consultation - Teachers and parents on pupil problems.

A. Behavioral objectives

Ameliorate pupil problems by consulting (i.e., making helpful verbal interventions) with teachers and parents (individually or in groups) of assigned counselees. The consultation sessions will be recorded with the consent of the consultee. Parents and teachers must find interventions acceptable, i.e., accede to specific suggestions, advice, interpretations, etc. In addition, each of the recorded sessions will be critiqued in a group setting by a counselor educator and the interns' peers (i.e., other interns) by discussing and consensually accepting or rejecting the intern's interventions.

B. Instructional approaches

Clinical
Counseling
Discussion
Interviews
Telling

C. Specific items related to instructional approach

1. see bibliography under C.3 above
2. Dreikurs, R., Children: The Challenge, New York Merideth Press, 1964.
3. Dreikurs, R. Psychology in the Classroom, New York, Harper and Row, rev. ed., 1967.
4. Dreikurs, R., Family Counseling Manual, University of Oregon Press, 1964.

D. Sources of evaluation

cassette tapes

RHODE ISLAND COLLEGE

COURSE REVIEW FORMAT

A. DEPARTMENT OF COUNSELOR EDUCATION

B. Course Number and Course Title: Seminar in Guidance: Secondary School

C. Course Description:

This course provides an opportunity for depth analysis of the guidance functions at the secondary school level. Emphasis is upon synthesis of theory and practice. Consideration is given to both research and evaluation. Prerequisites: Open only to advanced graduate students with the consent of the advisor.

D. This course carries three (3) graduate credits. The enrollees meet for two and one-quarter class hours each week as a group and individually with the instructor at periodic sessions throughout the semester.

E. Course Purpose:

1. Acquire extensive exposure to literature in special interest areas, e.g. contemporary research in counseling, counseling the disadvantaged, theories of school counseling, group methods, computer techniques, ethics, etc.

2. Thoughtful contemplation of contemporary issues in guidance and counseling on the national and local scene.

3. Careful appraisal of theoretical underpinnings of school guidance practices.

4. The acquisition of an improved professional attitude and commitment.

F. Topical Outline

1. Topic #1: A Survey of the Guidance Field in Secondary Education.

a. specific behavioral objective--to describe and integrate in written fashion the various contemporary issues in guidance and in counseling (e.g., computer techniques, ethics, standards, drugs in the schools, multiple counseling, etc.) in an educational setting according to A.P.A. manual guidelines.

b. Institutional approaches

1. discussion
2. inquiry
3. problem solving

c. Specific items related to instructional approaches are as follows:

1. texts:
Stone, S. and Shertzer, B. (Eds.) Guidance Monograph Series, Vol. I: Organization and Administration, Vol. II: Counseling, Volume III: Testing.

2. Journals:

All journals relevant to guidance and counseling at the secondary level.

d. Sources of Evaluation

1. Position paper.

2. Reports

Rhode Island College

Course Review Format

A. Counselor Education Department

B. Guidance 562: Seminar in Elementary School Guidance

C. Course description

This course provides an indepth study of the guidance and counseling function in the elementary school. Emphasis is placed upon the development of a philosophy framework for elementary school guidance and the practicle aspects of implementing elementary school guidance programs. Consideration is given to current research and evaluation.

Prerequisites: Open to advanced students majoring in elementary school guidance and the consent of the instructor.

D. Three semester hours; 17 class sessions, three one hour conferences with the instructor, five hours of feild visitation within the semester.

E. Course Purpose

To provide an intergration of the theoretical aspects of child development into the implementation of practicle elementary school guidance.

F. Topical Outline

I. Survey of theory and practice in elementary school guidance
  A. Specific behavioral objectives
    The student will be able to demonstrate his knowledge through written and verbal reports
  B. Instructional approach
    1. Lecture
    2. Discussion
    3. Interview
  C. Specific items
    1. Readings from texts and recommended bibliography
    2. Feild trips
    3. Films
  D. Sources of evaluation
    1. Reports
    2. Participation

II. Current research and practise
  A. Specific behavioral objectives
    The student will be able to demonstrate his knowledge through written and verbal reports of the philosophical approaches, the practicle modes and current evaluative research in elementary guidance.
  B. Instructional approach
    1. Community experiences
    2. Interview
    3. Discussion
    4. Inquiry
  C. Specific items
    1. Films
    2. Bibliography
    3. Feild trips

D. Sources of evaluation
1. Reports
2. Participation

III. Development of models for practice

A. Specific behavioral objectives

The student will demonstrate by written report that he has intellectually mastered the theoretical models and is able to create an individualized model for a school system.

B. Instructional approach
1. Interview
2. Inquiry
3. Discussion
4. Community experiences

C. Specific items
1. Bibliography
2. Field trips

D. Source of evaluation
1. Reports
2. Participation

G. Texts: Counseling in the Elementary Schools - Van Hoose

Elementary Shool Guidance - Hanson and Stevic

Rhode Island College

Course Review Format

A. Counselor Education Department

B. Course Guidance 580: Practicum in Counseling I

C. Course Description

This course is an introduction to Clinical Practice, emphasizing observation and evaluation of helping skills in laboratory-seminar sequence. Focus on developing communication skills and interpersonal relationships, including self-analysis. No prerequisite.

D. Three semester hours; 17 classroom sessions of 2 1/2 hours weekly; three one hour conferences with instructor and a maximum enrollment of 5 students.

E. Purpose of the course is to develop effective helping skills; develop constructive interpersonal relationships with persons seeking help, and to stimulate the development of an individualistic counseling style for students.

F. Topical Outline

1. Communication skills
   A. Specific behavioral objectives
      1. Listening
         a. Identify the feeling expressed verbally or written at a level 3 on the Carkhuff-Truax Scale.
         b. Interpret the meaning of the feelings expressed verbally or written at a level 3 on the Carkhuff-Truax Scale.
      2. Articulation of the six core dimensions of counseling
         a. Construct responses
         b. Peer exchanges and critique
         c. Definition of the six core dimensions
      3. Discrimination skills
         a. Distinguish poor quality response from high quality response by use of standardized discriminative stimuli for each of the core dimensions. Expert judge's ratings provide the standard for scoring.
   B. Instructional approaches
      1. Laboratory
      2. Discussion
      3. Observation
      4. Role playing
      5. Interview
   C. Specific items
      1. Audio tapes
      2. Video tapes
      3. Films

D, Sources of evaluation
1. Participation
2. Student conferences
3. Performance

II. Establishing effective interpersonal relationships
A. Specific objectives
1. The student will facilitate exploration of the counsellee's problem at a level 3R of the Carkhuff-Traux Scale.
2. The student will provide understanding to the clients problem.
3. The client will develop effective courses of action for the resolution of the problem.
B. Instructional approaches
1. Laboratory
2. Interview
3. Observation
4. Demonstration
C. Specific items related to the instructional approach
1. Film
2. Audio tapes
3. Video tapes
4. Clients
D. Sources of evaluation
1. Participation
2. Performance tests

G. Texts: Beyond Counseling and Therapy - Carkhuff and Berenson

Disclosing Man To Himself - Jourard

Counseling - Houghton Mifflin

Helping and Human Relations, Vol. I & II - Carkhuff

Rhode Island College

Course Review Format

A. Counselor Education Department

B. Course Guidance 581: Practicum in Counseling II

C. Course Description
Students enrolled in this course are expected to work with clients under controlled supervisory conditions. Closed circuit television, tape recordings and process recordings are used. Offered only to matriculated candidates. Prerequisites: Guidance 500 and 580

D. Three semester hours; 17 class sessions; three one hour conferences with instructor; five hours of clinical practice per week. Maximum enrollment is 5 students.

E. Course purpose: This course is offered to provide further insight and skills in the counseling process. It aims to enable students to better understand and facilitate clients in effective helping relationships.

F. Topical Outline

I. Discrimination skills:
The student will be able to discriminate among an array of differentially effective responses on those conditions related to constructive client change (empathy, respect, concreteness, genuiness, confrontation and immediacy). The students ratings of standardized and representative client stimulus expressions should be essentially in accord with expert ratings.

A. Instructional approach
1. Demonstration
2. Role playing

B. Specific items
1. Audio tapes
2. Video tapes
3. Films
4. Text readings

C. Sources of evaluation
1. Participation
2. Student conference
3. Performance tests
4. Client feed-back

II. Responsive skills:
The student will be capable of communicating helping conditions on those dimensions related to constructive client change (empathy, respect, genuiness) at a minimum level 3 on the Carkhuff-Truax Scale. The overall rating of the students written and verbal responses to a series of standardized and representative client stimulus expression cannot be less than a 3.0 (on a five point scale) as measured by the Carkhuff-Truax Scale.

A. Instructional approach
1. Demonstration
2. Role playing

B. Specific items
1. Audio tapes
2. Video tapes
3. Films
4. Text

C. Sources of evaluation
1. Participation
2. Performance tests
3. Client feed-back

III. Initiative skills:

The student will be capable of communicating and demonstrating the initiative condition on those dimensions related to constructive client changes (confrontation and immediacy). Overall ratings of the students written and verbal responses to a series of standardized and representative client stimulus expressions must be at a level 4.0 as determined by the Carkhuff-Truax Scale.

A. Instructional appreach
1. Laboratory
2. Role playing
3. Demonstration

B. Specific items
1. Video tapes
2. Audio tapes
3. Films
4. Text

C. Sources of evaluation
1. Participation
2. Performance tests
3. Client feed-back

IV. Courses of action

A. Objectives:

The student will be capable of constructing a course of action for the resolution of any problem the client may present by utilizing the alternative modes of behavior available from the clients value systems.

B. Instructional approach
1. Demonstration
2. Role playing

C. Specific items
1. Paper and pencil tests
2. Video tapes
3. Audio tapes
4. Text readings

D. Sources of evaluation
1. Performance
2. Client feed-back

G. Texts: Helping and Human Relations, Vol.I+II - Carkhuff

Beyond Counseling and Therapy - Carkhuff and Berenson

Counseling: Guidance Monograph Series II - Houghton Mifflin

RHODE ISLAND COLLEGE
EDUCATIONAL STUDIES DIVISION
DEPARTMENT OF COUNSELOR EDUCATION

A. Department: Counselor Education

B. Course Number and Title: Guidance 582, Practicum in Group Counseling.

C. Course Description:

This practicum offers advanced group counseling experience under supervised laboratory conditions featuring observation and evaluation by students and instructors in laboratory-seminar sequence.

D. Credits: 3 graduate credits.
Hours: 2¼ class hours per week plus approximately 10 hours of field work.
Enroll: Class limit, 5 students.

E. Course Purpose:

The basic purpose of this course is to assist student to become facilitative counselors within a group setting.

F. Topical Outline:

1. Developing self-awareness in the group.

A. Behavioral objective:

Following a brief initial get-acquainted period, each group member must share his first impressions of every other member as a means of assessing respective interpersonal impact. An acceptable level of sharing is one in which each member has received and recorded N-1 initial impressions from the group.

B. Method of instruction:

The group leader will facilitate round-robin discussion and feedback by specifically asking for shared first impressions.

C. Instructional items:

None

D. Evaluation:

Class participation. Students will be asked to record their feedback as part of a personal growth log to be submitted at the end of the ccourse.

2. Developing communication skills.

A. Behavioral objective:

Given an on-going group counseling experience over a two hour period, each practicum member must demonstrate his capacity to make two verbal interventions that are clearly understood by 80% of the group. Failure to understand the member's message will be indicated by holding up a 5x7 card embossed with a question mark.

B. Method of instruction:

Group will be involved in a real group counseling experience with classmates. Leader will model some behaviors within the group.

C. Instructional items:

None

D. Evaluation:

On the spot process observing by the instructor.

3. Developing empathic listening.

A. Behavioral objective:

At least twice during the on-going group counseling experience each practicum member(in a two hour period) must be able to produce Level 3 empathic responses as measured by Carkhuff's Empathy Rating Scale.

B. Method of instruction:

Group discussion and empathy training.

C. Instructional items:

Carkhuff Empathy Rating Scale as cited in Carkhuff, Helping and Human Relations, Vol.I Holt, Rinehart & Winston, 1969.

D. Evaluation:

Collective ratings on empathy scale.

4. The counselor and leadership style

A. Behavioral objective:

Given an on-going group counseling session within the practicum, each member will assume leadership for a 15 minute period and during that time he must make at least two facilitative interventions designed to foster group growth and progress. Videotape replays of each 15 minute segment will be evaluated by the group and facilitative interventions will be defined as those which the group unanimously perceives as being helpful.

B. Method of instruction:

Group discussion and videotaping.

C. Instructional items:

Sony Portable T.V. Camera and Recorder.

D. Evaluation:

Group concensus evaluation of videotaped leader interventions.

5. Field experience in group counseling

A. Behavioral objective:

Given six off-campus clients for five, one hour sessions, each class member must demonstrate his ability as a group counselor by taking his group through at least the Involvement and Transition stage as described by Mahler. All sessions must be tape recorded and 10minute excerpts of the first, middle and closing sessions must be presented to the instructor and or class for evaluation. Manifest counselee behavior and Mahler's stages descriptions will be the criterion for determining whether the requisite stages of development were reached.

B. Method of instruction:

Field experience and tape analysis.

C. Instructional items:

Mahler, Group Counseling in the Schools, Ch. 4&5.
Tape recorder.

D. Evaluation:

Analysis and evaluation of taped sessions.

Appendix 'B'

Rhode Island College
Providence, Rhode Island 02908
Established 1854

Department of Counselor Education

Dear

This letter is to inform you that your credential file is complete and you are now eligible to be screened for admission into the Counselor Education program.

The screening experience will assess your interpersonal skill development. Please do not be concerned with preparation because it is not an academic evaluation.

We have scheduled your screening for
from to in Horace Mann Building, Room 064.
Please contact me in writing if it is impossible for you to participate in this screening session. I may be reached at:

Department of Counselor Education
Horace Mann Building
Rhode Island College
600 Mt. Pleasant Ave.
Providence, R. I. 02908

We wish you well and are looking forward to meeting you at the scheduled time.

Sincerely,

Jeanette E. Tamagini
Professor and Chairman of
Selection Committee
Counselor Education

START

Scoring Sheet

Group _____ Scorer _____

Date _____

Student Number

Segment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

Pre-Training Score															
Converted Score															
Post-Training Score															
Converted Score															
Total Raw Score															
Converted Score															
Trainability															
Discrimination															

Appendix 'C'

GUIDE FOR GRADUATE STUDENT CANDIDATES

CAGS GUIDELINES

This guide will aid the student in applying for the program leading to a Certificate of Advanced Graduate Study in Counselor Education.

The program requires completion of 30 credit hours beyond the master's; 15 of these hours must be in Counselor Education and 15 from among the supporting disciplines of Anthropology, Sociology, Psychology and Special Education. In addition, each student must complete a research field project related to guidance and counseling.

Students interested in the program should meet with one member of the Counselor Education faculty as early as possible. All admission requirements should be completed by *May 1* for the fall semester and *December 1* for the spring semester.

No more than *nine* graduate credit hours of approved course work may be completed before formal acceptance into the program.

PREREQUISITES FOR CAGS

A master's degree with a minimum 3.25 average (3.0 = B) is a basic prerequisite for admission to the CAGS program. Applicants with no previous courses in Counselor Education must elect Principles of Guidance, Techniques of Counseling, Vocational Information and Placement and Practicum I as non-credit prerequisites.

Minimum acceptable GRE total score (verbal & numerical) is 1000.

Minimum acceptable raw score on Miller Analogies Test is 55.

RESIDENCY REQUIREMENT

All candidates must complete a residency requirement in *one* of the following ways: (1) one semester of full-time study (9 hours); (2) two consecutive summer sessions of 6 hours each, or (3) two summer sessions of 6 hours each within a 3-year period plus one course per school year in the interim period between summer sessions.

PROGRAM GUIDE

The student with his adviser's help must develop a 30-hour plan of study that includes 15 credit hours in humanistic and behavioral studies and 15 credit hours in Counselor Education as described below. The total program should be tailored to meet the professional goals of each student.

Humanistic and Behavioral Studies (15 semester hours)

The student must select 5 courses from one or more of the supporting disciplines: Psychology, Sociology, Anthropology and Special Education. Course descriptions may be found in the Graduate Studies Catalog.

Counselor Education (15 semester hours)

The student will elect 5 courses from among the following:

Guidance 502 Observational Procedures in Elementary School
503 Pupil Behavior and Adjustment Problems
505 Organization of Guidance Services
506 Measurement and Test Interpretation in Guidance
507 Case Problems in Guidance
508 Rehabilitation Counseling
509 Practices and Procedures in Group Guidance
510 Internship in Guidance I
511 Internship in Guidance II
561 Seminar in Guidance - Secondary School
562 Seminar in Guidance - Elementary School
582 Practicum in Group Counseling

FIELD PROJECT

In addition to 30 credit hours of courses a field project in the form of either an investigation of a problem or a research topic in guidance and counseling is required. This project must be approved in writing by the adviser and the Dean of Graduate Studies.

ADMISSIONS CHECK LIST

The following required admission materials should be on file at the Graduate Office before a screening can be scheduled by the Counselor Education Admissions Committee. After considering the results of the screening and reviewing the candidate's credentials, acceptance or rejection will be recommended to the Dean of Graduate Studies.

___ Two official transcripts of all undergraduate work;
___ Two official transcripts of all graduate work (include work done at RIC);
___ Completed application for the CAGS program, accompanied by a $10 fee;
___ Two copies of test scores on *either* the Graduate Record Examination (Aptitude) *or* the Miller Analogies Test;
___ A planned program of study signed by the program adviser.

If you have any questions concerning the program, contact a member of the Counselor Education staff located in Mann Hall:

Dr. Stephen R. Scarvelis, *Chairman*
Dr. Vincent F. Calia, *Professor*
Dr. Jeanette Tamagini, *Professor*
Dr. John Perkins, *Asst. Professor*
Dr. Sheila Mezz, *Asst. Professor*

Counselor Education Dept.
Rhode Island College
600 Mount Pleasant Ave.
Providence, R.I. 02908

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CERTIFICATE OF ADVANCED GRADUATE STUDY

GUIDE FOR GRADUATE STUDENT CANDIDATES

RHODE ISLAND COLLEGE
DEPARTMENT OF COUNSELOR EDUCATION

MASTER OF EDUCATION
COUNSELOR EDUCATION

GUIDELINES FOR GRADUATE CANDIDATES

This guide will aid the student as he applies for the graduate program leading to an M.Ed. degree in Counselor Education. The program consists of 30 semester hours of graduate study and a comprehensive examination. There is no thesis option. Course prerequisites include six hours of undergraduate psychology and one course in statistics or tests and measurements.

Students interested in the program should meet with a member of the Counselor Education faculty as early as possible. All admission requirements should be completed by *May 1* for the fall semester and *December 1* for spring semester admission.

No more than *nine* graduate credit hours of approved course work may be completed before formal acceptance into the program.

RESIDENCY REQUIREMENT

All candidates must complete a residency requirement in *one* of the following ways: (1) One semester of full-time study (9 hours); (2) Two consecutive summer sessions of 6 hours each within a 3-year period plus one course per school year in the interim period between summer sessions; (3) two consecutive summer sessions of 6 hours each.

PROGRAM GUIDE

A. Humanistic and Behavioral Studies (6 semester hours)

The student must select 6 semester hours from the following list. Courses previously completed at the undergraduate level may not be retaken or be considered as having met this requirement.

Psychology	344 Theories of Learning
	*350 Personality
	400 Issues in Child Development
	*401 Child Psychology
	*402 The Social Psychology of Adolescence
	403 Measurement and Evaluation in the Classroom
	407 Applications of Educational Psychology
	408 Behavior in Groups and Social Organizations
	409 Psychology of Race and Class
	410 Drugs and Behavior
	*Preferred
Education:	300 Social Foundations of Education
	301 History of Education
	302 Philosophical Foundations of Education
	315 Critical Thinking and Logic of Teaching
	316 Epistemology and Curriculum
	317 Moral Education and Institutions
	402 Current Problems in Education
	413 Comparative Education
	422 Comparative Philosophies of Education
	482 Professional Problems of Teachers
	501 Education and Social Institutions
	502 Fundamentals of Research
	480 Workshop in Urban Education

B. One Major Concentration

Guidance:	401 Principles of Guidance
	or
	501 Guidance in the Elementary School
	500 Techniques of Counseling
	504 Vocational Information and Placement
	506 Measurement & Test Interpretation in Guidance
	509 Practices and Procedures in Group Guidance
	***580 Practicum in Counseling I
	***581 Practicum in Counseling II

Electives:

Guidance:	*502 Observational Procedures in Elementary School Guidance
	*562 Seminar in Guidance: Elementary School
	***582 Practicum in Group Counseling
	505 Organization of Guidance Services
	561 Seminar in Guidance: Secondary School
	510 Internship in Guidance I
	511 Internship in Guidance II
	507 Case Problems in Guidance
	503 Pupil Behavior and Adjustment Problems
	508 Rehabilitation Counseling

* Recommended for candidates electing elementary school counseling sequence.
*** Matriculated candidates only.

PREREQUISITES

A B.S. or B.A. degree as well as a minimum 3.0 average (3.0 = B) in all graduate work attempted are basic prerequisites for admission into the program. Applicants must have completed 6 hours of undergraduate credits in psychology as well.. Minimum acceptable GRE total score (verbal and numerical) is 900. Minimum acceptable raw score on Miller Analogies is 45.

COMPREHENSIVE EXAMINATION

The comprehensive examination in Counselor Education is administered by the Department in the fall and summer of each year. Eligible students must sign up at the Counselor Education Department during the months of December and January for the February exam and the month of July for the August exam.

****

If you have any questions concerning the program, contact a member of the Counselor Education staff located in Horace Mann Hall.

Dr. Stephen R. Scarvelis, *Chairman*
Dr. Vincent F. Calia, *Professor*
Dr. Jeanette Tamagini, *Professor*
Dr. John Perkins, *Asst. Professor*
Dr. Sheila Mezz, *Asst. Professor*

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ADMISSIONS CHECK LIST

The following check list will clarify your admission procedures. All these required materials should be mailed to the Graduate Office, Gaige Hall, Rhode Island College, Providence, Rhode Island 02908.

___ Two official transcripts of all undergraduate work;
___ Two official transcripts of all graduate work taken (include work done at RIC);
___ Two copies of your Provisional or Professional R.I. Teaching Certificate(if applicable);
___ Two copies of test scores on *either* the Graduate Record Examination (Aptitude Test) or the Miller Analogies Test;
___ Completed application for the degree program, *in duplicate*, accompanied by a $10 fee.
___ Three letters of recommendation.

When the above requirements have been completed, the Counselor Education admissions committee will screen the candidate, review his credentials and recommend acceptance or rejection to the Dean of Graduate Studies.

Department of Counselor Education
Rhode Island College
600 Mount Pleasant Avenue
Providence, Rhode Island 02908

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MASTER OF EDUCATION
COUNSELOR EDUCATION

GUIDE FOR GRADUATE STUDENT CANDIDATES

DEPARTMENT OF COUNSELOR EDUCATION
RHODE ISLAND COLLEGE
PROVIDENCE, RHODE ISLAND

Appendix 'D'

COMPREHENSIVE EXAMINATION

LABORATORY SESSION

DEPARTMENTAL EVALUATION

Circle

1.	Rapport established between client and counselor	1	2	3	4	5
2.	Counselor's empathetic responsiveness	1	2	3	4	5
3.	Counselor concreteness or specificity	1	2	3	4	5
4.	Counselor genuiness or congruence	1	2	3	4	5
5.	Counselor use of confrontation	1	2	3	4	5
6.	Counselor use of immediacy	1	2	3	4	5
7.	Overall counselor responsiveness	1	2	3	4	5
8.	Overall counselor initiative	1	2	3	4	5
9.	General comments					

CLIENT EVALUATION

YOUR NAME: _____

DATE: _____

Fill out immediately after each session by checking the appropriate space.

	Not at all	Somewhat	Very Much
1. Did the counselor seem interested in you and your problem?			
2. Did you feel understood?			
3. Did the counselor allow you to explore your problem?			
4. Did you feel the counselor valued you?			
5. Did you like the counselor as a person?			
6. Would you recommend the counselor for some one in your own family?			
7. Did you feel the counselor was being himself?			
8. General Comments:			

_____

_____

_____

_____

_____

_____

COUNSELORS EVALUATION

NAME:

DATE:

TIME:

Please complete immediately after your session.

1. How did you feel about the session?

2. If you had to do the session over again, what might you do differently?

3. General Comments: